**Week One-Part 1.6 – Reflection on Technology Leadership Standard II**

**Self-Assessment**

I have had to train myself to teach teachers much like I would students. Often I find myself talking too fast, not giving enough wait time, and assuming that teachers are following what I am telling them to do. I have only a handful of teachers that are comfortable with technology. Our district requires all teachers to use an electronic grading system, lesson plans are turned in to a district server, and the majority of communications are delivered through emails; but this is the only technology use some teachers experience. It has been a struggle to excite teachers to use technology. I have worked hard to share the attitude that it is ok to not know all, let the students teach and you facilitate technology use. “Teachers would no longer be the providers of information but instead would be the explainers, the context providers, the meaning makers, and the evaluators of information that kids find on their own”( Prensky, M.,2008, p.42).

Our district adopted a new curriculum and teachers are still having a hard time changing to the new scope and sequence. The superintendent has not made the lessons that go with the curriculum mandatory but has stressed that if what you are doing follows the scope and sequence and is research-based then teachers can use whatever lessons they have or can find. “Communicate a research-based rationale for why these types of learning experiences support student learning” (Williamson, J., & Redish, T., 2009, p.41). During planning days I try to share research-based strategies for technology use that I have implemented. I have been up front with them on which applications are easiest to use and which applications may require more effort on the teacher’s part.

**As a Learner**

To my amazement I found that many of the teachers that are reluctant to use technology in the classroom are truly afraid of it. They have the idea that they can’t ever learn to use this tool. I have tried to explain that there is not much you can do to “mess up” a computer or a lesson. With the school filters it is very unlikely that students may access anything inappropriate. When working on documents there is always the undo tool and think twice when prompted with message “are you sure”.

On the other hand it has been the greatest pleasure to see how excited those teachers that are trying to embrace the use of technology get. Slowly, as the other teachers see the excitement of teachers and students they are turning to get more help. I have challenged teachers to try one new strategy using technology in the classroom every nine weeks. This is to help keep from feeling overwhelmed. It is my hope that they will slowly become more comfortable with technology use and gradually implement more into the classroom.

I have also used the technology tools that the district already has purchased that many teachers were unaware that we even had, due to their lack of interest in technology. I was encouraged to see that as a facilitator I could use differentiation with teachers as well. I showed them that Gizmos can be teacher directed or student inquiry program to use. Students would benefit from the technology in different ways according to how comfortable the teacher was with its implementation.

I am continuing to learn how to be a better facilitator and how best to help teachers understand the research behind strategies, how to navigate the technology, and how to implement it into the classroom. Participating in the discussion board has been a great help to me in this area. I have used many ideas and references that I have gained from my professional learning community in the activities I have planned.

**Lifelong Learning Skills**

Through the implementation of Standard II I have grown in my skills to relay information more effectively to others. It has also helped me to reach out to local resources and we have established a Professional Learning Community that is committed to helping each other in educating teachers in the use of technology. “An effective technology plan is based on the shared vision of educators, parents, community members, and business leaders who have technological expertise” ( November A. & Staudt, C., 1995)Our current school board is also behind a push to improve technology use and implementation into our schools and are very supportive in our endeavors.

Though I definitely fit the digital immigrant status, I continually grow in my knowledge of technology tools and uses. I am comfortable in trying new and different technologies, seeking help from my PLC as needed. I attend all professional development that can further help me in my quest to seek more knowledge and broaden my experience with technology. “The brain constantly reorganizes itself all our child and adult lives, a phenomenon technically known as neuroplasticity” (Prensky, M., 200, p. 3). As long as there are advances in technology I will continually be a lifelong learner no matter how proficient my skills become.

**References**

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